

**THE INFLUENCE OF USING WORD SQUARE GAME TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF
MTs AI-HIKMAH BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2018/2019**



(A Thesis)

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

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ABSTRACT

The Influence of Using Word Square Game towards Students' Vocabulary Mastery at the Seventh Grade of MTs Al-Hikmah Bandar Lampung at First Semester in the Academic Year of 2018/2019

**By :
Heni Sophia**

In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties of students in English learning activity is vocabulary. The students' vocabulary mastery in MTs Al-Hikmah Bandar Lampung is still low. To solve this problem, the researcher applied Word Square Game, a technique which consist of memorizing and remember some words with group. The objective of this research is to know whether there is a significant influence of using Word Square Game towards student's vocabulary mastery at the seventh grade of MTs Al-Hikmah Bandar Lampung at first semester in the academic year of 2018/2019.

The research methodology used was true experimental design. The sample of the research were two classes consist of 80 students. The population of this research was students of seventh grade of MTs Al-Hikmah Bandar Lampung. The researcher took the sample by using cluster random sampling technique and the researcher determined that VII E as the experimental class and VII A as the control class. The researcher did six meetings for each class and it consisted of one meeting for tryout test, one meeting for pretest, three meetings for treatments and one meeting for posttest. In the experimental class the researcher applied Word Square Game as treatment and control class the researcher applied Translation technique. In collecting the data, the researcher used test. Before conducting the treatments, the students did pretest. After conducting the treatments, the students did posttest. After giving posttest, the researcher analyzed the data using Independent Sample T-test in SPSS 17.00 because the data were in normal distribution and the data have same variance or homogenous.

From the result of hypothetical test, it was found that the result of Sig. (2 tailed) of t-test for equality of means assumed was 0.000 and $\alpha = 0.05$. It means that Sig. (p_{value}) $< \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using Word Square Game towards students' vocabulary mastery in the first semester at the eighth grade of MTs Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

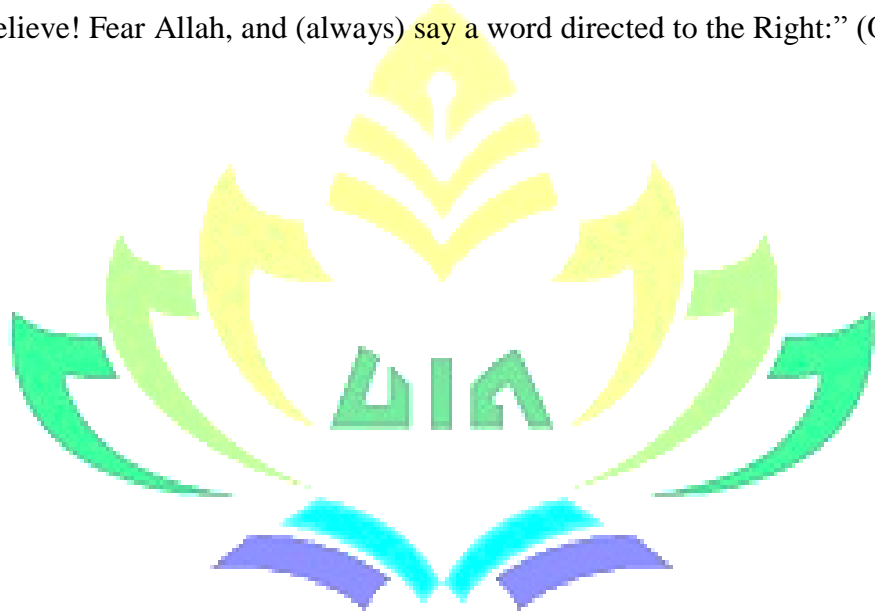
Key Word: Round Robin Technique, Vocabulary Mastery, Quasi Experimental Research.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

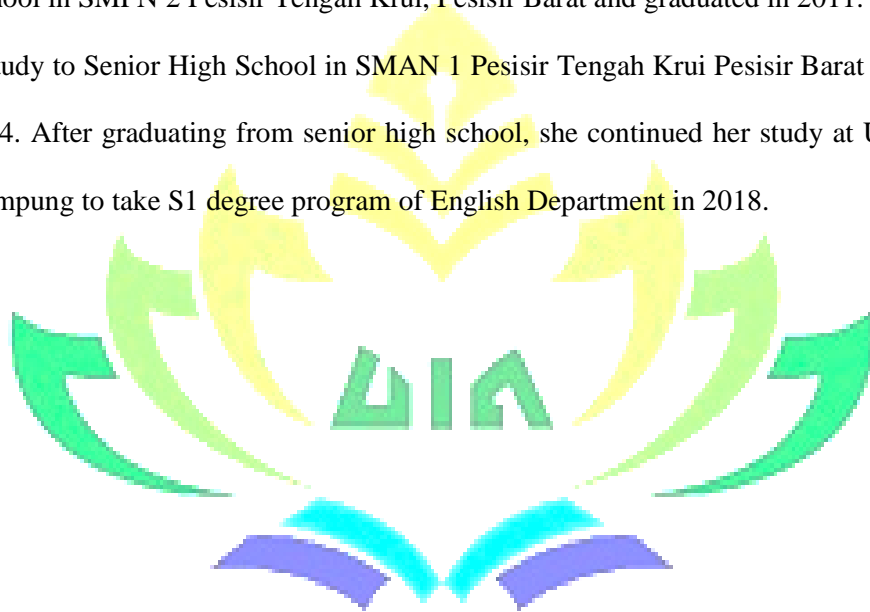
“O you who believe! Fear Allah, and (always) say a word directed to the Right:” (QS. Al-Ahzab:70)¹



¹Abdullah Yusuf Ali, *The Meaning of The Holly Qur'an* (Maryland: Amana Publications, 2004), p. 99

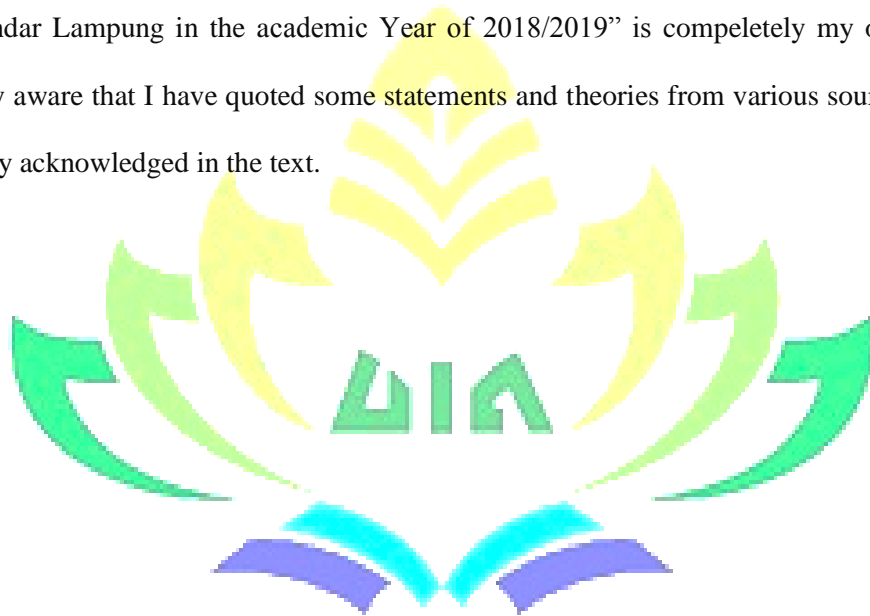
CURRICULUM VITAE

The name of the writer is Heni Sopia. She was born in Sukaraja on July 09 1996. She is the last child from eight children of Alm. Mr. Hasnul Hakim and Mrs. Hoi Rani. She graduated from Elementary School of MIN 1 Krui Pesisir Barat in 2008. She continued her study to Junior High School in SMPN 2 Pesisir Tengah Krui, Pesisir Barat and graduated in 2011. She continued her study to Senior High School in SMAN 1 Pesisir Tengah Krui Pesisir Barat and graduate in 2014. After graduating from senior high school, she continued her study at UIN Raden Intan Lampung to take S1 degree program of English Department in 2018.



DECLARATION

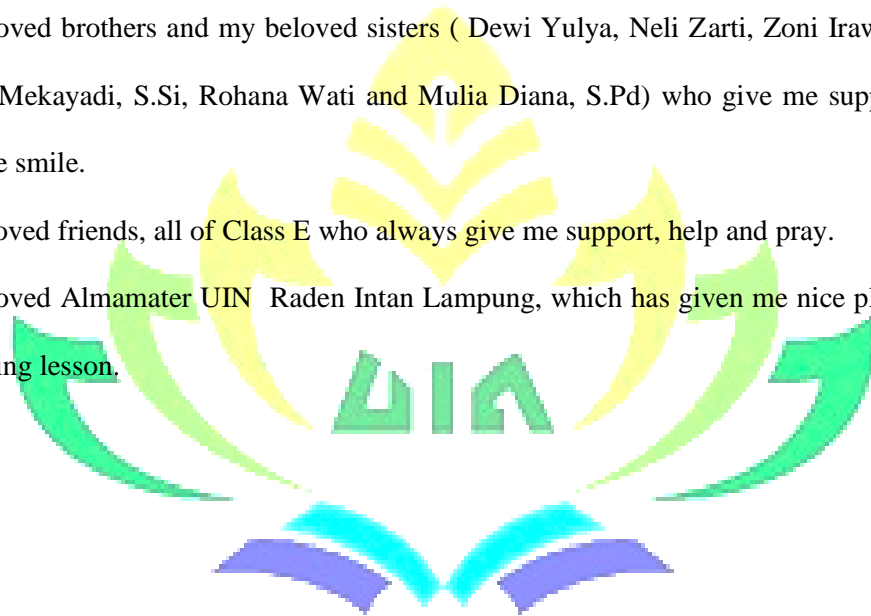
I Hereby state that this thesis with entitled “ The Influence of Using Word Square Game Towards Students’ Vocabulary Mastery at the First Semester of the Seventh Grade of MTs Al-Hikmah Bandar Lampung in the academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources they are properly acknowledged in the text.



DEDICATION

This thesis dedicated to:

1. My beloved parents Alm. Mr. HASNUL HAKIM and Mrs. HOI RANI. Who always pray all the kindness for me, support my success and advise me wisely.
2. My beloved brothers and my beloved sisters (Dewi Yulya, Neli Zarti, Zoni Irawan, Imron, Mekayadi, S.Si, Rohana Wati and Mulia Diana, S.Pd) who give me support and nice smile.
3. My beloved friends, all of Class E who always give me support, help and pray.
4. My beloved Almamater UIN Raden Intan Lampung, which has given me nice place for getting lesson.



ACKNOWLEDGEMENT

Praise to Allah SWT who gives charity, health and favor to the writer in finishing this thesis as a requirements to get S1 degree in English Study Program. Peace and Salutation is extended to the prophet Muhammad peace be upon him, with his family and followers.

This research was conducted in order to know The Influence of using Word Square Game Toward Students' Vocabulary Mastery. the result of finding research presented in this thesis is hoped to be useful for all sides needing, especially for MTs Al- Hikmah Bandar Lampung.

In accomplishing this thesis, the writer received much valuable help and guidance from many sides. Here the writer would like to sincerely thanks:

1. Prof.Dr. H. Chairul Anwar, M.Pd. The dean of tarbiyah and teacher training faculty UIN Raden Intan Lampung.
2. Meisuri, M.Pd. The chairman of English Department of UIN Raden Intan Lampung
3. Bambang Irfani, S.Pd. M.Pd. The first advisor who always helps and guides the writer in finishing this thesis.
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8. Beloved friends of English Department of UIN Raden Intan Lampung, especially my beloved friends in E Class.

Finally, the writer is fully aware that there are still a lot of weakness in this thesis. Any correction, comments and critics for the improvement of this are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

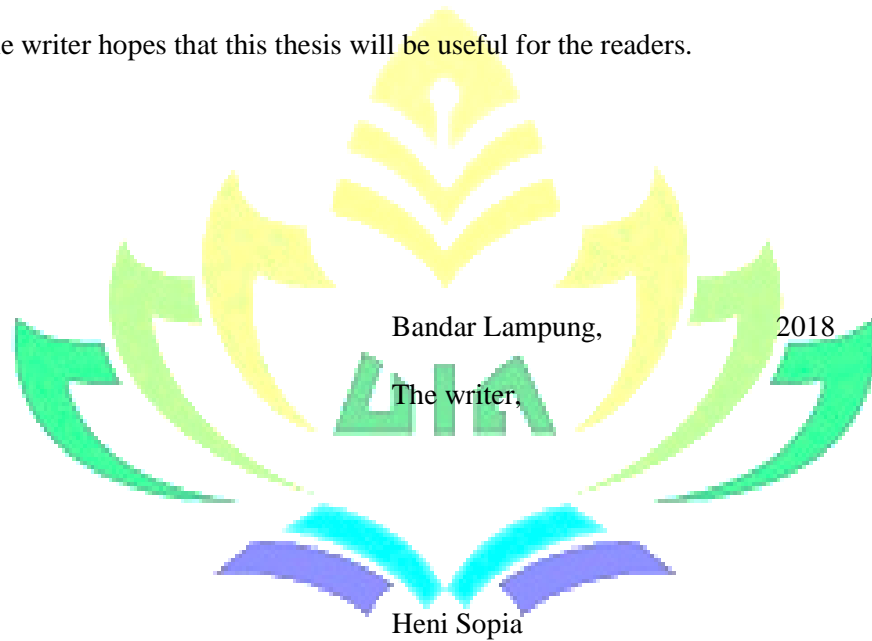


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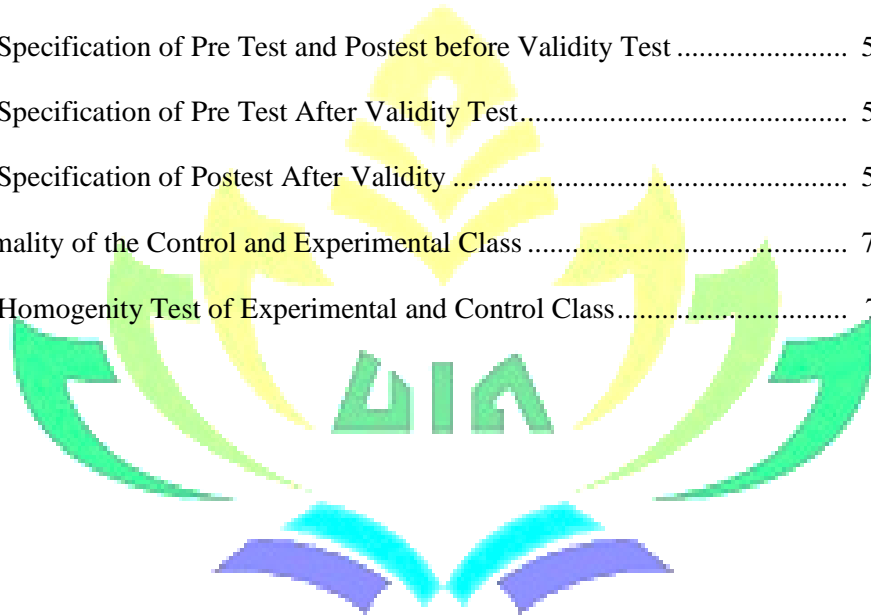
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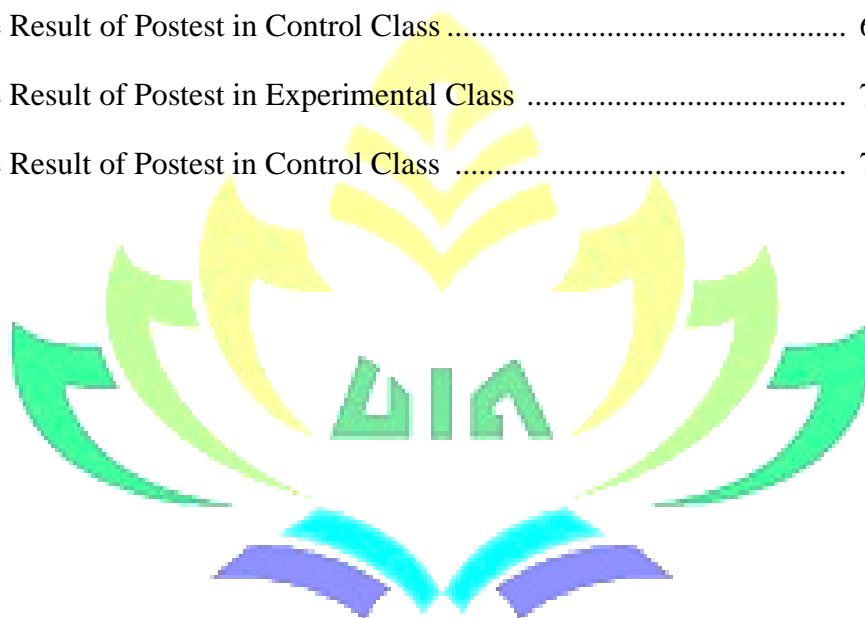
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a social phenomenon. It is a means of communication between individuals. It also brings them into relationship with their environment.² Many people use this language in their daily life, work and many kinds of activities. English is so widely used in international communication. The people can not live together in an organized social group without language. In short, we can say that language is very important for individual to live in society in order they can survive. That is way it is important for us to learn English in order we are able to communicate and interact with other people in other part or the world. Without language it isimpossible for people to do interaction in daily life in learning something. In short, human activities cannot run well without language.

Although English is one of compulsory subjects which are studied by the student, it is not always an easy subject for student, because it is as a foreign language. To learn English, student needs vocabulary in their effort to use English. Without vocabulary nothing can be conveyed, the student cannot study English well. It means that vocabulary is very important for every learner who wants to master in English. The learner will be difficult to master English if learner don't

² Lim Kiat Boey, *An Introduction to Linguistics For the Language Teacher*, (Singapore: University Press, 1975), p.3

have many words.

According to Vacca Learning vocabulary becomes an activity in itself-a separate one rather than an integral part of learning academic content.³ Learning vocabulary is necessary to the acquisition of a foreign language. Acquisition depends crucially on the input being comprehensible. Thus, acquisition will not take place without comprehension of vocabulary. Mastery English is not enough by only knowing about four (4) skills: speaking, reading, listening, and writing but also by mastering vocabulary. Mastering vocabulary is not easy, yet other aspects of languages are considered as sound and structure. Vocabulary is one of the most important in language components.⁴ To speak the language well needs to master vocabulary. Without any vocabulary it is impossible for people to be able to speak or write English, or mastering four (4) skills (speaking, reading, listening, and writing) in English.

Based on the writer's preliminary research at Mts. Al-Hikmah Bandar Lampung, in February 2018, the writer has found that students' vocabulary was still low. The writer interviewed the English teacher, Mr. Muslimin, at Mts Al-Hikmah Bandar Lampung. He said that almost the students especially in seventh grade did not master vocabulary. Their vocabulary mastery was still poor.⁵ And the writer also got the data from pre-research about students score in vocabulary mastery. The students

³Richard Vacca and Anne Vacca, *Content area reading: Literacy and Learning across the curriculum* (New York: Wesley educational pub, 1999), p.314.

⁴Elfrieda Hiebert, et al. *Teaching and Learning Vocabulary bringing research to practice*, (London: Lawrence Erlbaum Associate (LEA), 2005), p.3.

⁵Muslimin, *English Teacher of Mts Al-Hikmah Bandar Lampung*, February, 2018

vocabulary score can be seen in the table below:

Table 1
Percentage of Students' Vocabulary in Descriptive Text Scores Based on Preliminary Research

No	Score	Class					Total	Percentage
		A	B	C	D	E		
1	80-100	11	5	3	2	9	30	16%
2	75-79	13	11	13	9	4	50	26%
3	<75	16	22	22	27	27	114	59%
Total		40	38	38	38	40	194	100%

Source: English teacher at Mts. Al-Hikmah Bandar Lampung

Based on the table above, it can be known that achievement from students in Mts Al-Hikmah Bandar Lampung is still not optimal. It is only 42% of the students who can achieve the goal while 59% of them do not yet achieve the goal based on Criteria of Minimum Mastery (KKM) used in Mts. Al-Hikmah Bandar Lampung. The KKM is 75. The data show that 114 students out of 194 students still get score under KKM. It means that the students have the problem in vocabulary mastery. It means that the students' vocabulary was still low.

Besides of interviewing the English teacher there, the writer also interviewed the student of the seventh grade of MTs. Al-Hikmah Bandar Lampung. Students say that the teacher never used an interesting technique to teach vocabulary (translation technique). Translation technique is the process of transferring message from one

language (source language) into another (target language).⁶ In this teaching method the teacher only relies on the LKS. He gives some vocabularies and sentences from the students' worksheet (LKS) for the students and asks the students to translate them or do exercise. The students do not practice to speak english. They only do exercise on the LKS. So students felt difficult and have low motivation to study english. Therefore, the students did not have good skill in learning english.

The student's motivation in learning english is still low because the teacher's strategy or technique in delivering the lesson was monotonous, so students felt lazy to study English. Besides, the students thought that english as a foreign language and it was difficult language: they do not have any motivation to English lesson. It means that motivation was internal drive which pushed someone to do thing in order to achieve something. Everything can be achieved if there is more motivation that come from us. Therefore the teacher should use the various techniques to attract the students' attention and make them are interested, fun and enjoyable in learning vocabulary.

It can be concluded, the process of teaching and learning needs one of techniques that can be used is word square game. Word square is one of game which is used to convey the material easier through the arrange words vertically or horizontally. Mujiman stated word square is the development of an enriched lecture method. It can be indentified through the clustering method enriched lecture-oriented to

⁶ Rachmat Effendi P, *Cara Mudah Menulis dan Menerjemahkan*, (Jakarta: Hapsaet Studia, 2004), p.6

students activity in learning.⁷

In junior high school, English is not something new for students. They have known about it when they were in the kindergarten or Elementary school. As a foreign language, English has been studied in Indonesia. To advance human resources, Indonesia government makes a policy by introducing English as early as possible to elementary school students. The policy is done to add the international skill that is needed to face their future. Although, English is not something new for students, they still get difficulties. Students will get difficulties to remember the new vocabulary in a short term memory, so that students will quickly forget the new vocabulary that is given by the teacher. The teachers should increase their creativity through game.

Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.⁸ This game is suitable for their level. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily. According to Hadfield in Cahyono & Mukminatien a game is an activity with rules, a goal and an element of fun. As the classroom activities, the element of fun from a game functions to interest the learning process.⁹ Therefore, the role of games in teaching and learning vocabulary cannot be denied.

⁷Haris Mujiman, *Manajemen Pelatihan Berbasis Belajar Mandiri* (Yogyakarta: Pustaka Pelajar, 2007), p. 82

⁸Ammal and Majeda, "The Effect of Using Word Games on Primary Stage students Achievement in English Language Vocabulary in Jordan". *American International Journal of Contemporary Research*, Vol. 4 Issue 9 (2014), pp.144-145

⁹B.Y Cahyono and Nur Mukminatien, *Technique and Strategies to Enhance English Language Learning* (Malang: State University of Malang, 2011), p. 40

The variety methods and technique in learning vocabularies such as games, crossword puzzle, snakes, coil words, scramble, etc. The writer believes that the use word square game to improve their vocabulary. Word square game can make teaching English especially in vocabulary to be more interested.

Word square game is a set of words arranged so it can be read horizontally or vice versa. In word square, a list of words appears that can be read both vertically and horizontally.¹⁰

Using of word square game can make the students to be active because this game is always followed by discussion or teacher explanation. Besides, it can make the students be independent because they are asked to be discipline with their task, can more understanding about material because they can remember and understand the teacher concept easily, and can give motivate for students to study more. So that ways, word square offers a challenge that will motivate the students to learn and practice their vocabulary.

Based on previous research by Ratnawati (2013/2014) English teacher of MAN Banda Aceh, ‘The use of media learning word square game in improving students learning outcomes in the mastery of vocab material text report subject english on MAN Rukoh Banda Aceh’. The method used in this research was test (insrument test), and observation research is all students eleventh grade of MAN Rukoh Banda Aceh. This research do three times meeting. Planning, acting, and observing. This

¹⁰James Little, “What’s A Nine Letter Word for a Type of Word Puzzle” in *TESL Canada Journal/Revue TESL Du Canada* Vol.4, No.1, (November 1986),p. 76

research is any significant different score between before and after using word square game.¹¹

The second is article written by Alipi Suciati student of STAIN Tulungagung, “The effectiveness of using word square game to improve vocabulary mastery of the VII grade student”s of SMPN 1 Munjungan. In this study, researcher used quasi-experimental design. This research took two classes (control group and experimental group). In this research, the researcher compares the score between control group and experimental group. This research”s do three times meeting, one meeting pretest, one meeting treatment and the last meeting is posttest. This research is any significant different score between before and after using word square game.¹²

Based on journal Yani Lestari, Imam Suyanto, Kartika Christy Suryandari with the title “ The using of Word Square Game Model in Improving Motivation and Vocabulary Mastery English Learning in the Fourth Grade Students Elementary School. The purpose of this study is describing steps words square model in increase vocabulary mastery English learning, increase motivation and vocabulary mastery English Learning in the fourth grade elementary school with Word Square Model. This research utilized Classroom Action Research (CAR). Procedure of the research consists of planning, action, observation, and reflection. Action performing

¹¹Ratnawati, “The use of media learning word square game in improving students learning outcomes in the mastery of vocab material text report subject english on MAN Rukoh Banda Aceh” (MAN Rukoh Banda Aceh, 2013)

¹²Alpi Suciati, “The effectiveness of using game to improve vocabulary mastery” (STAIN Tulungagung, 2010)

is performed in thyrree cycles. Data collecting techniques using observation, interviews, and tests. The conclusions shows the Word Square Model can increase motivation and English vocabulary mastery for the fourth grade students state elementary school.¹³

In this research, researcher is using some various activity in this technique. The students do the task with group and individually. The students search about animals,, things and Days in the square. The material is about animals, thinghs and Days. so, this research is very useful to add a new vocabulary and easy to memorize it.

Based on the explanation above, it can be inferred that this research was conducted to know the influence of word square game in vocabulary mastery. Understanding these reason the researcher took the research entitled “The influence of using word square game towards students vocabulary mastery at the seventh grade of Mts Al-Hikmah Bandar Lampung in the academic year of 2018/2019”.

B. Identification of the Problem

Based on the background of the problem above, the writer found the problem as follows:

1. The students are still lack of vocabulary mastery
2. The students motivation to learn English is still low

¹³ Yani Lestari, Imam Suyanto, Kartika Christy Suryandari, “The using of Word Square Game Model in Improving Motivation and Vocabulary Mastery English Learning” (Universitas Sebelas Maret, Surakarta, 2012)

3. The teaching technique used by teacher is not effective and monotonous

C. Limitation of the Problem

Based on the identification above, the researcher focus on the noun in animals, thing, and days to know whether there is significant influence towards students' vocabulary mastery in the meaning and word usage of using word square game.

D. Formulation of the Problem

Based on the background above the problem can be formulated as follows:
Is there a significant influence of the use of word square game on the students vocabulary mastery at the seventh grade at Mts. Al-Hikmah Bandar Lampung in academic year 2018/2019?

E. Objective of the Research

Based on the formulation of the problem, the purpose of the study is "To know whether word square games gives a significant influence toward the student's vocabulary mastery or not."

F. Use of the Research

The uses of the research are as follows:

1. Theoretically

To give information to English teachers about the influence of using word

square game towards students' vocabulary mastery.

2. Practically

To give motivation for the students to increase their vocabulary mastery through word square.

G. Scope of the Research

1. Subject of the research

Subject of the research was of the seventh grade students of Mts. Al-Hikmah Bandar Lampung in academic year of 2018/2019

2. Object of the Research

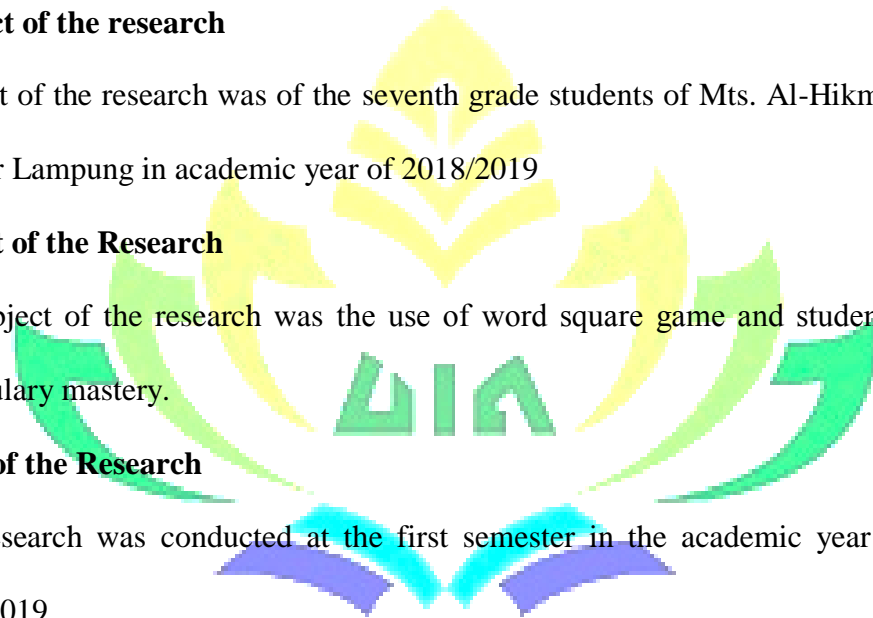
The object of the research was the use of word square game and students' vocabulary mastery.

3. Time of the Research

The research was conducted at the first semester in the academic year of 2018/2019

4. Place of the Research

The research was conducted at MTs Al-Hikmah Bandar Lampung.



CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

A. Concept of Teaching English as a Foreign Language

English is an international language. It means that if we can speak English, we will be welcome. English is very important language to learn. Foreign language education is, by definition, intercultural. Bringing a foreign language to the classroom means connecting learners to a world that is culturally different from their own.¹⁴

In Indonesia, the objective of learning and teaching English as foreign language is the students are skillful to communicate in speaking and writing English with the native speakers of English or people who use English. Not only that the objective of language learning is no longer defined in terms of the acquisition of communicative competence in a foreign language.¹⁵ So, by learning the people are able to use foreign language in many aspects such as reading, speaking, and writing. Certainly, they need much practice in the classroom during the teaching learning process. In teaching and learning a foreign language, the instruction is guided to develop the skill of understanding speaking, listening, reading and writing such students should master.

In the teaching learning of foreign language such as English, writer does not only

¹⁴Michael Byram and Alison Phipps, *foreign language Teachers and Intercultural Competence an International Investigation*, (Clevedon Canada: Multilingual matters LTD, 2005), p.1

¹⁵*Ibid.* P.2

to measure aspects of personality such as; motivation, reception and social aspects, such as family environment and cultural environment, but writer also often involved in the measurement of language skills are categorized into a skills namely : speaking, listening, reading, writing in foreign language are studied.

Indonesia has a foreign language beside a language as a national language. English becomes the first foreign language. It is supported by Bambang Setiyadi who says that English is learn in Indonesia by talking about the grammatical rules of English and errors are corrected.¹⁶ It means that English just is taught in schools, but it does not play an essential role in social life.

B. Concept of Vocabulary

1. Definition of Vocabulary

David Nunan in *Second Language Teaching Learning* stated that a vocabulary is more than list of target language words. As a part of the language system, vocabulary intimately interrelated with grammar. In fact, it is possible to device the lexical system of most language into “grammatical word” such as preposition, articles and adverb and so on, and content words.¹⁷ The grammaticality of vocabulary also manifest itself in word morphology, that is, the grammatical particles that we attach to the beginning and ends of words in order to form new words.

¹⁶A.g Bambang Setiyadi, *Teaching English As Foreign Language*, (Yogyakarta: Graha Ilmu, 2006) p. 21

¹⁷D. Nunan, *Second Language Teaching and Learning* (Boston, Massachusetts: Heinle&Heinle, 1999), p.101.

In content area reading book, said that vocabulary is as unique to a content area as fingerprints are to a human being. In discourse and context in language teaching, vocabulary is explicitly taught along with strategies that will allow learners to deal effectively with less frequent vocabulary that they encounter in context so that such vocabulary can be learned when needed.¹⁸

Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Vocabularies cannot appearance by themselves without any practice. This practice is very variety like listen to the music, communication with the native speakers directly, reading a book or writing a something. All this activities cannot be done if we do not know about vocabulary.¹⁹

According to Milton stated that vocabulary is not an optional or unimportant part of a foreign language. Still less is it an aspect of knowledge that can be disposed of without much effect on the language being learned. Words are the building blocks of language and without them there is no language.²⁰ Therefore, vocabulary is very important part to build of the words. Without vocabulary, there is no language to be said or nothing.

¹⁸Richard Vacca & Anne Vacca, *Content area reading: Literacy and Learning across the curriculum* (New York: Wesley educational pub,1999), p.314.

¹⁹Jack Richards and Willy Renandya, *Methodology in Language teaching an anthology of current practice* (New York: Cambridge University Press, 2002), p.225.

²⁰James Milton, *Measuring Second Language Vocabulary Acquisition* (London: Short Run Press Ltd, 2009), p.3

Based on the definitions above, it can be concluded that vocabulary is stock of words in a language used by the people to communicate with other people, it is also used by the people to express their feelings. Without vocabulary, we cannot say anything or we feel difficult to do it. Vocabulary is very important to encourage students' ability in English. It can be called as a key of English learning.

2. The Importance of Vocabulary

In education, vocabulary is important aspect that must be mastered to use the language well. Vocabulary is a tool of communication, Nunan states " If one has extensive vocabulary, it is possible to obtain meaning from spoken and written text, even though one does not know the grammatical structures in which the text are encoded".²¹ Rivers argued that "The acquisition of an adequate vocabulary is essential for."²²

According to Nation, there are several reasons why academic vocabulary is considered to be important and a useful learning goal for learners of English for academic purposes:

- a) Academic vocabulary is common to a wide range of academic texts, and not so common in non-academic texts.
- b) Academic vocabulary accounts for a substantial number of words in academic texts.

²¹*Ibid*, p.103

²²Excerpted D. Nunan, *Second Language Teaching and Learning*, following by Rivers (Boston, Massachusetts: Heinle&Heinle, 1991), p.117

- c) Academic vocabulary is generally not as well known as technical vocabulary.
- d) Academic vocabulary is the kind of specialized vocabulary that an English teacher can usefully help learners with.²³

According to Thornbury without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that in language learning, grammar is not sufficient and more importance has to be given to vocabulary. Vocabulary is the body of words that make up language and vocabulary has importance factor in language teaching learning process especially in English.²⁴ Moreover, without vocabulary and their meaning, both written and verbal communication will be poorly understood.

3. The Kinds of Vocabulary

According to Richard and Jo Anne, there are three types of vocabulary:

- a. General Vocabulary

General vocabulary consists of every day words with widely acknowledged meanings in common usage.

- b. Special Vocabulary

Special vocabulary is made up of words from every day vocabulary that takes on specialized meanings in particular content area.

²³I. S. P. Nation, *Learning Vocabulary in Another Language* (New York: Cambridge University Press, 2001), p.189.

²⁴Scott Thornbury, *How to Teach Vocabulary* (Longman, 2002), p.13

c. Technical Vocabulary

Technical vocabulary consists of words that are used only in particular area.

In addition, according to Nation that there are three types of vocabulary:

a. High-frequency words

There is a small of high-frequency words which are very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds uses of the language

b. Specialized vocabulary

Special vocabularies are made by systematically restricting the range of topics or language uses investigated. It is thus possible to have special vocabularies for speaking, reading, academic texts, for reading newspaper, for reading children's stories, or for letter writing.

c. Low-frequency words

There is a very large group of words that occur very infrequently and cover only a small proportion of any text.²⁵

C. Concept of Teaching And Learning Vocabulary

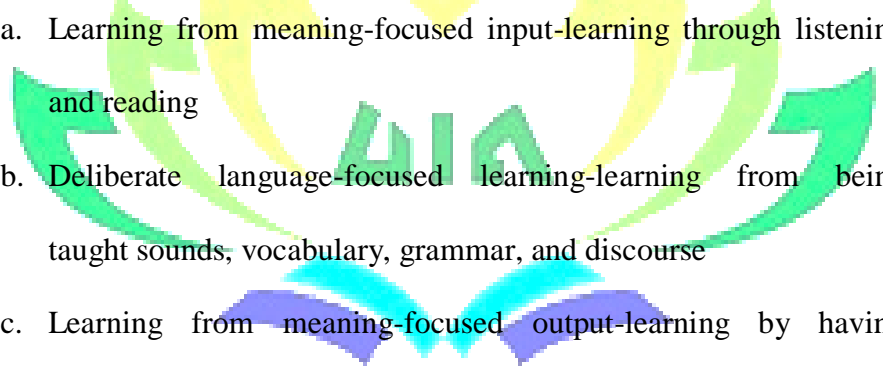
a. Definition of teaching vocabulary and learning vocabulary

Teaching is the way of convey information to someone. According to Nation in Oxford, stated vocabulary teaching is necessary because inadequate vocabulary

²⁵I. S. P. Nation, *Learning Vocabulary in Another Language* (New York: Cambridge University Press, 2001), p. 13.

causes many difficulties in receptive and productive language.²⁶ The teacher needs creativity to improve his or her teaching vocabulary. That teaching vocabulary often means assigning a corpus of words rather than exploring word meaning and relationship that contribute to student's conceptual awareness and understanding of a subject.

According to Nation said that vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four strands. They are as follows:

- 
- a. Learning from meaning-focused input-learning through listening and reading
 - b. Deliberate language-focused learning-learning from being taught sounds, vocabulary, grammar, and discourse
 - c. Learning from meaning-focused output-learning by having to produce language in speaking and writing.
 - d. Developing fluency-becoming quick and confident at listening, speaking, reading and writing.

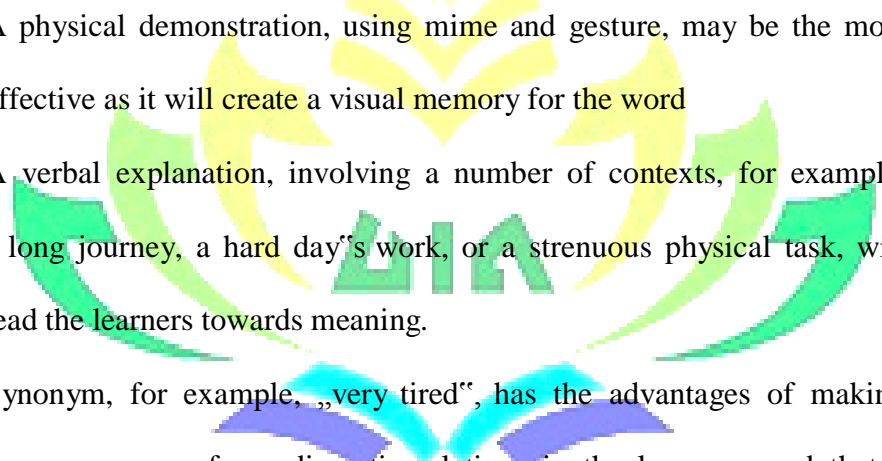
Moreover, before teaching vocabulary, the teacher will prepare vocabulary teaching procedures. A procedure is a series of clearly defined steps leading to learning goal. From a vocabulary learning perspective, procedure can be used to ensure that words are repeated and that various aspects of what is involved in

²⁶*Ibid*, p. 225

knowing a word are covered.²⁷

b. Technique of teaching vocabulary

Technique is a way which is used to implementation of the method specifically. According to Nation stated techniques is a useful way of learning new vocabulary, in particular becoming familiar with spoken form of the word and linking it to its meaning.²⁸ There are a number of techniques which could be used to teaching of vocabulary.

- 
- a. A physical demonstration, using mime and gesture, may be the most effective as it will create a visual memory for the word
 - b. A verbal explanation, involving a number of contexts, for example, a long journey, a hard day's work, or a strenuous physical task, will lead the learners towards meaning.
 - c. Synonym, for example, „very tired“, has the advantages of making learners aware of paradigmatic relations in the language and that a range of words exists from which a choice can be made.
 - d. Other technique are translation, pointing to objects, using visual aids such as mounted magazine pictures or blackboard drawings, using antonyms,²⁹ or asking learner to check in a dictionary.

²⁷*Ibid*, p.107

²⁸*Ibid*, p. 60

²⁹Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), p. 126

In addition, according to Bambang and Shirley, there are four techniques in teaching vocabulary.³⁰

a. Applying several games to enrich the students' vocabulary

It is challenging then for the teachers to apply several techniques of teaching vocabulary to their students in the class classroom. One of these techniques is to apply several games during the class session. There are several interesting games that can be applied to the students to enrich their vocabulary. However, the teacher need to select the most appropriate games in order to get the finest outcomes toward the students' mastery of vocabulary items.

As a result of playing such games, the students are highly motivated by the variations of games that are used by the teacher. They actually learn vocabulary without any burden. Whether they realize it or not, several new vocabulary items have been added up to their memory through playing games.

b. Utilizing short stories to enhance young learner's vocabulary

Short stories belong to one of the literary works. Short stories play an important role as a medium to express the language. Thus, using short stories in English classroom especially in teaching EYL is considered a good choice for it gives a clear example of vocabulary usage in the target language. Short

³⁰Bambang Cahyono and Shirley Kusumaningrum, *Practical Techniques for English Language Teaching* (Malang: State University of Malang Press, 2011), p. 119

stories will help young learners to use the right word in the right occasion because they provide example of vocabulary usage in a sentence utilizing short stories to enhance young learner" vocabulary is a good technique that can be implemented by English teachers during the teaching and learning process. Moreover, short stories can enrich young learners" vocabulary size and develop good reading habit.

a. Reading short stories to enrich the student's English vocabulary

Reading literary works is advisable to cope with the vocabulary enhancement for the students. Moreover, a short story as one of the literary works is effective to be used as the material of the teaching. A short story gives motivation to the students to read until the end of the stories.

That ways, asking students to read short stories one of the effective ways to enrich their vocabulary. Read stories outside the classroom can be done by the students independently. Moreover, the teacher should monitor the progress of students" vocabulary learning.

b. Utilizing detective game to improve students" English vocabulary

Game is a way to make the lessons more interesting, enjoyable and effective. One example of vocabulary games is the detective game, an interactive game that can help much in understanding vocabulary based on the context. By using this particular game, the students are encouraged to improve their vocabulary size. It is important that English

teachers apply the detective game as one of the classroom learning activities.

Meanwhile, hedge stated that teaching vocabulary would be useful to have information from classroom studies as to which teaching procedures seem to enhance particular learning strategies and we need information to review current methodology and materials and decide how best to exploit the ideas available with our own students.

c. Principles for teaching vocabulary

According to Nation stated that principles focus on vocabulary teaching on the assumption that learner can be taught and can teach themselves.³¹ These principles should have a major influence.

a. Content and sequencing

This principle about what vocabulary is focused on at any particular stage of a course, how is focused on (words or strategies) and how it is ordered. One of the most important decisions concerned with content and sequencing is deciding on the „unit of analyses or „unit of progressions“

b. Format and Presentation

This is most visible aspect of course design and involves the general approach to vocabulary teaching, the selection of the teaching and learning techniques, and their arrangement into a lesson plan. As a part of format and presentation, a teacher should evaluate the quality of the teaching

³¹I. S. P. Nation, *Op. Cit*,p. 384

and learning techniques used to ensure that conditions like repetition, retrieval, generation and thoughtful processing occur.

c. Monitoring and assessment

It is consist of how learning is measured, because a well design course monitors learner"s progress and the quality of their learning

d. Evaluation

It tries to determine how good a course its. „Good“ can be defined from various viewpoints.

These principles can be applied in a variety of ways. Besides, the most important of it that a principled approach is taken to vocabulary development, so that students get the best return for their learning effort.

d. The Strategies of Vocabulary Learning

Strategies are the mental and communicative procedures learners use in order to learn and use language.³² Knowledge of strategies is important because the greater awareness you have of what you are doing, is you are conscious of the process underlying in the learning that you involved in, then learning will be more effective.³³

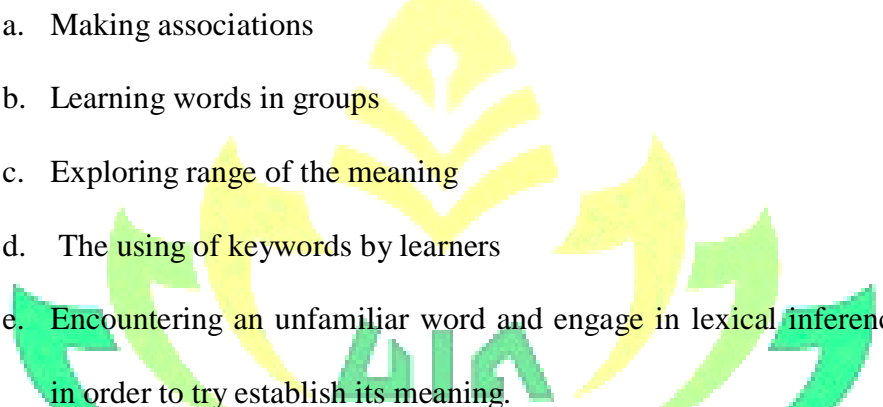
Besides there are cognitive and metacognitive strategies in strategies for learning. The cognitive strategies ask the students to understand, cognitive, or store of new

³²D. Nunan, *Op.Cit*, p. 171

³³Istatim Nafi'ah, *The Effectiveness of Using Ponis Q Improving the Second Year Students Vocabulary Mastery at SDN 01 Duren Tugu Trenggalek* (Stain Tulunguangung: Publish Thesis, 2008), p. 37

words while the metacognitive strategies can be used indirectly through activeness of students to remember the new words, because memorization strategies in an important way to practice new vocabulary.

According to Hedge, stated that Cognitive strategies are they are direct mental operations which are concerned with working on new words in order to understand, categorize, and store in mental lexicon.³⁴

- 
- a. Making associations
 - b. Learning words in groups
 - c. Exploring range of the meaning
 - d. The using of keywords by learners
 - e. Encountering an unfamiliar word and engage in lexical inference in order to try establish its meaning.

In addition, according to Richard and Vacca there are three vocabulary strategies.³⁵

- a. Vocabulary self-collection strategy

In this strategy promotes the long term acquisition of language in an academic discipline. As a result of the repeated use of the strategy, students learn how to make decisions related to the importance of concepts and how to use context to determine what words mean. Vocabulary self-

³⁴Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), p. 117

³⁵Richard Vacca and Anne Vacca, *Content area reading: Literacy and Learning across the curriculum* (New York: Wesley educational pub, 1999), p. 63

collection strategy begins once students read and discuss a text assignment.

b. Concept of definition words maps

CD instruction supports vocabulary and concept learning by helping students internalize a strategy for defining and clarifying the meaning of unknown words. The hierarchical structure of a concept has an organizational pattern that is reflected by the general structure of a CD word map.

c. Vocabulary-building strategies

With this strategy, the students can search for information clues while reading so that they can approximate the meaning of unknown words. These clues often reveal enough meaning to allow readers who struggle with text to continue reading without “Short-circuiting” the process and giving up because the text does not make sense.

The researcher used Vocabulary-building strategies, because the word square game is playing by pairing or grouping students.

According to Richard, there are some vocabulary items that need to be learned to a very degree of fluency as quickly as possible. These include numbers, polite formulas, items for controlling language use, times, and periods of time and quantities.³⁶

Furthermore, English language learners should practice new vocabulary every day. Here some other strategies that teacher can use to help their students practice

³⁶*Ibid*, p.270

vocabulary.³⁷

1. Thumps-Up!

The teacher says a definition of a vocabulary word. If the students know the word, they raise their hands in a thumbs-up position. The teacher then counts to three, and the students quietly say the word.

2. Find the word

The teacher says a sentence but omits a vocabulary word. Each student has a pile of cards with a vocabulary word. Each student has a pile of cards with a vocabulary word on each and puts the card with the missing word facedown on his or her desk. On the count of three, the students turn their cards over.

3. Act it out

Students take one card each from a pile of cards, each one of which has a vocabulary word on it. One student is chosen to act out the word on his or her card while classmates try to guess what the word is. Whoever answers correctly gets to act out his or her word next.

1. Bingo

Each student makes a bingo card that features lines of vocabulary words in place of numbers, writing the words in random order so that all of the cards are different. The teacher reads a definition, and students mark

³⁷Juddie Haynes, *Teaching English Language Learners across the Content Areas* (Printed in the United States of America, 2010), p. 67

the attendant word on their cards. The first student to mark all of the words in a line on the cards calls “Bingo!” and becomes the next caller.

2. Beach Ball Vocabulary

The teacher writes the vocabulary words on a beach ball and asks the students to stand in a circle. The teacher then throws the ball to a student, who reads the word that is under his or her thumb and defines it.

3. Word Search Vocabulary

The teacher has students create a word search game on graph paper using their vocabulary words. Instead of providing a list of the words to be found, the students list of the words to be found, the students list the words’ definitions as clues. When they are done, the students solve each other’s puzzle.

4. Find the Transition Word!

The teacher asks students to find the transitions words (e.g., *because, however, so and, if*) that link, break, or contrast clauses in a discussion.

D. Concept of Vocabulary Mastery

Palmer says that vocabulary is one of the most important aspects of foreign language learning.³⁸ It means that English as foreign language has aspects that one learned by the foreign language learner in their textbook. Therefore they should

³⁸Jack C Richard and Theodore S. Rodgers, *Approach and Methods in Language Teaching second edition*. (Cambridge: University press, 2001). p.37

master the words and their meaning in their textbook.

Vocabulary should be mastered in language learning especially in teaching and learning English as foreign language. In teaching and learning English as foreign language, vocabulary can be presented or explained in all kinds of activities. According to Cameron “vocabulary is central to learning of a foreign language”.³⁹ By mastering a great number of vocabularies, the students can learn foreign language easier. There are four types of word classes in the vocabulary there are namely.⁴⁰

1. Noun is related with name of something like place, plant, people and others.
For example: John, students, home, table, rose, rabbit, leadership, human body.
2. Verb is used to show the measure and condition of thing.
For example: work, write, go, and others.
3. Adjective is a word that describes a noun has grammatical property of comparison. For example: beautiful girl, good job, long hair, and others.
4. Adverb is related with the process, time and where the thing happens.
Example: now, tomorrow, certainly, maybe and others.

Based on statement above, the researcher assumes the students' vocabulary mastery means as the students' ability to use or to understand all words of the language, including noun, verb, adjective, and adverb. The researcher also says that

³⁹Lyne Cameron, *Teaching Language to Young Learner*, (Cambridge: Cambridge University Press, 2001), p.72

⁴⁰Marcella Frank, *Modern English a Practical Reference Guide*, (New York University, 1972), p.6

mastery vocabulary of a foreign language is not only memorizing the word, it should be thought in meaningful content and practice to communicate.

According to Guskey, mastery is a term that all educators use and believe they understand well.⁴¹ While Oxford English Dictionary defines mastery as comprehensive knowledge or skill in particular subject or activity.⁴² It means that mastery is comprehensive knowledge which means an action shown the skill or activity of using and understanding vocabulary well.

According to Harmer there are some aspects of vocabulary that should be taught or mastered by the students in learning foreign language, they are as follows.⁴³

1) Word Meaning

The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meaning include: Polysemy, antonym, synonym, hyponyms, and connotation. For example
antonym: > Success - Fail.
> Afraid - Confident

2) Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we

⁴¹Thomas R. Guskey, *Getting Students to Mastery*. *EL Journal*, December 2013/January 2014 Volume 71 Number 4, p.18, Accessed on May 20th 2016.

⁴²*Oxford Advanced Learner's Dictionary*. (Oxford: Oxford University Press, 2000), p.271

⁴³Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge 1998), p.

are not actually describing a color. In such context black and yellow mean something else. It is frequently stretch through the set of our metaphorical and idiom use. For example: “you are an apple in my eyes” this idiom expression shows that it began to praise someone.

3) Word Combination

Although words can appear as single items which are combined in a sentence. (the mongoose bit the snake), they can also occur in two or more items group (the normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which others often find strange. The kinds of words that go together in one language are often completely different from the kind of words which live together in another. For example:

Black: Hitam

Board: Papan

Word combination is “Blackboard” (papan tulis)

4) Word Grammar

The last about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc, we make a distinction between countable and uncountable nouns. The

former can be both singular and plural. We can say one chair or two chairs, etc.⁴⁴ For example:

➤ Countable Noun

Singular (a ring, a river, a book, etc).

Plural (eight book, five chairs, many girls, ect).

➤ Uncountable Noun

- A cup of coffee
- A bottle of water
- A loaf of bread

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research will focus on the word meaning and word use because both of them have learned by the students.

From some vocabulary aspects above, the researcher concludes that vocabulary mastery is the students ability to use words of language that they have learned in certain situation which they have experienced in their lives, it becomes one of the requirements for them to understand vocabulary well.

⁴⁴*Ibid*, pp. 18-20

1. Kind of Vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by the expert. According to Thornbury, words fall into one of eight different words classes;⁴⁵

1. Verb is a word which can be used with a subject to form the basis of a clause.

In clauses, verbs often consist of an auxiliary verb + infinitive or participle.

Example: will go. Most verbs refer to actions, events or states.

2. Nouns are most often the name of people or things. Personal names (e.g. *George*) and place names (e.g. *Birmingham*) are called proper nouns; they are usually used without articles.

a. Adjectives are used when we describe people, things, events, etc. Adjectives are used in connection with nouns and pronouns. Example: *Green* apple, she's *hungry*

b. Adverbs; a word like *tomorrow*, *once*, *badly* which is used to say, for example, when, where or how something happens.

c. A Pronoun is a word like *it*, *yourself*, *their*, which is used instead of a more precise noun or noun phrase (like the *cat*, *Peter's self*, *the family's*).

The word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out. Example: I will take these.

⁴⁵Scott Thornbury, *Op Cit*, p. 3

- d. Prepositions are word like *on, off, of, into*, normally followed by noun or pronoun
- e. Conjunction is a word like *and, but, although, because, when, if, which* can be used to join clauses together. Example: *I rang because I was worried.*
- f. The determiner is one of a group of words that begin noun phrases. Determiner includes *a/an, the, my, this, each, either, several, more, both, all.*

In conclusion, word classes divided in eight part, such as verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. In this research, the researcher will focus on noun and adjective.

2. Concept of Noun

The noun in Latin *nomen* has meaning 'name'. Swan said that noun is the name of a thing. Meanwhile, Frank stated everything that exists has a name, whether you can see it or not.⁴⁶ It means that noun is related to the name of something like people, place, plant, and others. For examples: John, student, house, chair, rose, cat, honesty. From the statements above, the researcher concludes that noun is one of the most important parts of speech that can be used name of people, place, plant, object, animal, quality and abstract

⁴⁶Barbara Dykes, *Grammar for Everyone* (Camberwell: Acer press, 2007), p. 22

concepts. According to Frank, he also stated some nouns may belong to more than one of the types, they are:

a. Proper Noun

Begins with a capital letter in writing. It includes personal names, name of geographic units such countries, cities, rivers etc. Names of nationalities and regions, names holidays, example: Mr. John Smith (name personal), Canada (name of city) etc.

b. Concrete and Abstract Noun

A concrete noun is a word for a physical object that can be perceived by the senses we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept it is an idea that exists in our mind only (beauty, justice, mankind).

c. Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of –s (one girl, two girls, one book, two books). An Uncountable noun is not used in plural. There are words for concrete objects stated in an undivided quantity (iron, sugar, sand, soil).⁴⁷

Based on the statement the concept of noun, noun is using to name life things, unlivd things, and even abstract things. Noun also has type or kind, there are seven

⁴⁷Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, 1972), pp.6-7

kinds of noun namely; proper nouns, concrete and abstract noun, countable and uncountable noun, collective noun and common noun. Proper noun is a specific noun that is created with capital letter in front of word. This noun is presenting the specific things like name of people, place, day, and institution. Meanwhile, concrete nouns are a noun that can be felt with sense.

It can be seen, felt, listened, and smelt. Abstract nouns are reverse of concrete nouns. An abstract noun cannot be felt with human sense, it is like strength, weakness, and honesty. Countable nouns are noun that can be calculated. This noun is divided into two kinds, they are singular and plural. While, uncountable noun is a noun that cannot be calculated, it reverses of countable noun. All nouns can be further classified as proper of common. In this research the researcher only focuses on concrete noun and countable noun.

3. Concept of Verb

Verb is a word that describes an actions or occurrence or indicates a state of being. It means that verb is kind of language components that has important role. According to Frank, verb is the most complex parts of speech.⁴⁸ Its varying arrangements with nouns determine the different kinds of sentence, statements, questions, commands and exclamation. Like the noun the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong states that verb is a word that is showed measured and

⁴⁸ Marcella, Frank, *Op.Cit*, p. 47

condition of a thing.⁴⁹ It means that verb can use to show the measure and condition of thing. For example, like write, read, listen and others. From the statements above we can conclude that verb is a word that the most complex parts of speech, show measure and condition of a thing. Verb has grammatical properties of person and number, properties which require agreement with the subject.

a. Types of Verbs

In addition to the main categories of physical verbs, mental verbs, and state of being verbs, there are several other types of verbs. In fact, there are more than ten different types of verbs that are grouped by function.

- Action Verbs

Action verbs express specific actions, and are used any time you want to show action or discuss someone doing something. Examples :

Anthony is throwing the football. She accepted the job offer.

He thought about his stupid mistake in the test.

John visited his friend for a while and then went home.

- Transitive Verbs Transitive verbs are action verbs that always express doable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb. Examples :

- The girls carry water to their village.

- Juan threw the ball

⁴⁹ DjalinusSjah and AzimarEnong, *Op,Cit*, p.30

- Intransitive Verbs

Intransitive verbs are action verbs that always express doable activities. No direct object follows an intransitive verb. Examples :

They jumped.

The dog ran.

- Auxiliary Verbs

Auxiliary verbs are also known as helping verbs, and are used together with a main verb to show the verb's tense or to form a question or negative. Examples :

be, do, have, will, shall, would, should, can, could, may, might, must, ought, etc

- Stative Verbs

Stative verbs can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements. Examples :

I think tomatoes are gross.'

I am thinking tomatoes are gross

- Modal Verbs

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations. Example: can/could, may/might, must, will/would and shall/should.

- Phrasal verbs

Phrasal verbs aren't single words; instead, they are combinations of words that are used together to take on a different meaning to that of the original verbs.

Example: Day after day, Efrain showed up for class twenty minutes late.

- Irregular verbs

Irregular verbs are those that don't take on the regular spelling patterns of past simple and past participle verbs.⁵⁰ Example : I want to build a sand castle like the one we built last year.

So from the theories above the writer concludes that vocabulary mastery is the ability to comprehend and use the word in English language, including noun and verb. If the vocabulary mastery is limited it will be difficult in communication in a certain language, in this case English language.

E. Concept of Game

1. Definition of games

Games are used as simple recreational activities most of the time, but they are not always that simple. Games are usually related with competition to win, rules to follow, and enjoyment to experience.

A game is an activity in which participants follow prescribed rules from those of reality as they strive to attain a challenging goal.⁵¹ According to Hadfield in Cahyono & Mukminatien a game is an activity with rules, a goal and an element of

⁵⁰ <http://www.gingersoftware.com/content/grammar-rules/verbs/>

⁵¹ M. Molenda R Heinich, *Instructional Media and the New Technologies of Instruction* (New York: Macmillan Publishing Company, 1990), p.330.

fun. As the classroom activities, the element of fun from a game functions to interest the learning process.⁵² Language games are not activities mainly aimed to break the ice between students or kill time. the game is to be used as practice exercise to help students get used to and remember grammatical rules and pattern. Therefore, game can be described as fun activity, individually or in team, which has rules, goals, and involves forms of skill.

According to Allen that game is helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved.⁵³ Automatically, game can bring the way of thinking about the material in process learning.

Based on the definition, game is called as effective process, because it always used to be easier the catch of material. It means that the learning can be implemented as real learning for the students easily. Games also should not be considered only as amusing activity in the process of language learning. But on the other hand, it should be regarded as the part of language syllabus, since it can be applied as an effective strategy of language practice.

1. Types of games

According to Brewster, Ellis with Girard, there are two types of kinds of games.⁵⁴

⁵²B.Y Cahyono and Nur Mukminate, *Technique and Strategies to Enhance English Language Learning* (Malang: State University of Malang Press, 2011), p. 40

⁵³French Virginia Allen, *Technique in Teaching Vocabulary* (England: Oxford University Press, 1983), p. 52

⁵⁴Jean Brewster, Gail Ellis, and Dennis Girard, *he Primary English Teacher's Guide* (London: Pearson Education Limited, 2010), p. 175

a. Accuracy-focused of games

In this game the aim is usually to score more points than others and there is often a clear „winner“. This kind of game may focus on comprehension as well as production and these games are also very good at training pupils' memories.

b. Fluency-focused games

This type of game tends to focus on developing fluency-and collaboration with others. These games are an important part of the communicative and activity-based approaches and are usually done in pairs or groups.

Based on the explanation above, games have two types. Game is important to catch the material in the teaching and learning process.

2. Advantages of games

Game is very important in teaching and learning process. Game can help and encourage the students to sustain their interest work.

According to Kim there are many advantages of using games in the classroom:

- a. Games are a welcome break from the usual routine of the language class
- b. They are motivating and challenging
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning
- d. Games provide language practice in the various skills-

speaking, writing, listening and reading.

- e. They encourage students to interact and communicate
- f. They create a meaningful context for language use.

In addition, according to Cahyono & Mukminatien stated that there are three advantages of games:⁵⁵

- a. games make the class fun.
- b. playing a game children have reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more.
- c. young learners get to use the language all the time during the games
- d. games will prevent them from getting restless and bored.

F. Concept of Word Square Game

1. Definition of word square Game

word square is asset of words arranged so it can be read horizontally, or vice versa. Word square game is a set of words arranged so it can be read horizontally or vice versa. In word square, a list of words appears that can be raed both vertically and horizontally.⁵⁶ So, word square consist of a group of words, all equal in length, arranged to from the same words across and down.

⁵⁵B. Y. Cahyono and Nur Mukminatien, *Technique and Strategies to Enhance English Language Learning* (Malang: State University of Malang Press, 2014), p. 40

⁵⁶James Little, "What's A Nine Letter Word for a Type of Word Puzzle" in *TESL Canada Journal/Revue TESL Du Canada* Vol.4, No.1, (November 1986),p. 76

Word square is one of game which used to convey the material easier through the arrange words vertically or horizontally. Mujiman stated word square is the development of an enriched lecture method. It can be indentified through the clustering method enriched lecture-oriented to students activity in learning.⁵⁷

In word square, a list of words appears that can be raed both vertically and horizontally.⁵⁸ Word square is not only read left to right, right to left, but also top to bottom, and bottom to up. The words are usually the same in both directions but sometimes the horizontal words differ from the vertical ones.

The students are asked to find the true words of random word. The students have to carefully to arrange it. By creating vocabulary squares for these words, students will more fully grasp the meaning of the words themselves and these chapters as a whole.

This game is like same with the puzzle but there is different. The difference is the puzzle just fills in the blank square, but the word square asks the students to arrange the word to be a true word.

⁵⁷Haris Mujiman, *Manajemen Pelatihan Berbasis Belajar Mandiri* (Yogyakarta: Pustaka Pelajar, 2007), p. 82

⁵⁸James Little, *Op. Cit.* p.78

Example of Word Square Game:

H	E	A	D	C	V	B	T	O	K	D	C
S	H	P	R	X	W	G	O	E	B	K	O
I	S	R	L	P	I	U	H	A	R	R	C
F	H	Q	G	P	N	F	S	S	O	L	K
A	A	I	H	P	G	B	I	D	W	I	A
E	P	K	U	G	S	S	F	H	N	J	T
T	E	A	G	L	E	V	R	C	T	U	O
J	R	Y	K	L	O	H	F	U	R	I	O
D	R	I	B	S	K	O	J	B	C	M	S

In short, word square game in this research is a kind of technique for teaching vocabulary by asking the students to find some hidden words in the matrix of letters. Word square is not only read vertical, horizontal, diagonal, but also left to right, right to left, top to bottom, and bottom to up.

2. Advantage and Disvantage of Word Square Game

a. Advantages of word square

To teacher is this media can help the teacher to explain more about material. In addition, the teacher can know how far the material can be used understood by the students. the another expert river in Little stated crossword, acrostic and word square are useful for

concentrating attention on retrieval of previously encountered words.⁵⁹

To students are these activities can make the more understanding about their materials. In addition, this activity can make the students be a discipline. This discipline means that the students are asked to do this work regularly.

It means that this media can be easier the students to learn their lesson. They can learn the lesson with the different way. They do not just arrange the word be a true word but they have to understand about the material. Without more understanding, they cannot answer the question. Besides, word square should be graded for through and thoughtful completion of the activity as well as the inclusion of an appropriate definition of the word and a sentence that shown their understanding of the concept.

b. Disvantage of Word Square Game

- The class can be crowded as the students are discussing their word
- It can create feelings of inadequacy in those not as skilled or forceful
- This game can demonstrate who are not competitive by nature.⁶⁰

⁵⁹James Little, *Op. Cit*, p. 76

⁶⁰Wehrli, G., *creating an Educational for Learners at Any Level*. AABB Conference

3. Procedure of Teaching Vocabulary by using word square Game

The procedure of word square is very simple and easy. The word-square strategy includes visualization of the words.⁶¹ These steps have to be clear and easy to be understood. Thus, the steps of making the word square based on the Aqid:

- a) The teacher explains to the students what is word square and each students get copies of the handout. Some square are completed individually and some are completed in a small group.
- b) The students do it in small group that consists three or four students.
- c) The students search the answer in square form, with diagonally, vertically, or horizontally.
- d) In small group, each group must come forward to write their answer in the whiteboard.⁶²

This game can help the teacher to examine the students understanding about last material or as a post-test. The students will feel enjoy to do it, but the teacher has be able to apply the all material based on the learning goal.

G. Concept of Translation Technique

1. Definition of Translation Technique

Based on the technique used by the teacher in MTs Al-Hikmah Bandar

⁶¹Michelle Hercog and Porter, *Strategies for Struggling Readers: A teacher Resource Guide* (New York: Center for Civic Education, 2010), p. 23.

⁶²Zainal Aqid, *Model-Model, Media, dan Strategi Pembelajaran Kontekstual(Inovatif)*, (Bandung: Yrama Widya, 2013), pp. 31-32

Lampung the teacher used translation technique for teaching vocabulary. In this reseach, it is focused on translation technique as a teaching technique that is used in control class. Translation technique masified as on of technique that can be used in teaching vocabulary.

Nation in Cameron listed basic technique by which teachers can explain the meanings of new words, all of which can be used in the learner classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.⁶³ It means that translation can be defined as a technique of a teaching English especially for vocabulary. This statement it also supported by Garcia, he says that the translation can also be an appropriate technique to intoduce new words or even to explore the obscure nuances between terms.⁶⁴ Summary, it can be concluded that the translation can be classified as a technique in teaching and learning English in the class. Learning new words or what we called as vocabulary is one of english aspect skill that can be taught by using translation technique.

According to Jack C. and Richard, translation is the process of rendering written language that was produced in one language into another language, or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as

⁶³Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambrige University Press 2001), p. 85

⁶⁴Roberto A Valdeon Garcia, *A New Approach to the Use of Translation in the Teaching of L2* *Revista Alicantina de Estudios Ingleses* Volume 8, 1995, (Universided de Oviedo, 1995), p.241

free translation.⁶⁵ While according to Molina and Albir, translation technique is defined as produces to analyze and classify how translation equivalence works.⁶⁶ It means that we need the procedures when translate some word either in oral or written from that called as the translation technique.

The word translation it self may be defined as the replacement of textual material in one language (source language) by equivalent material in another language (target language). Larson says that the translation is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant. The form from which the translation is made will be called the source language and the form into which it is to be changed will be called receptor language. It means that the translation technique should be emphasized on replacement on material type into another type by paying the equivalent changed.

Concerning the explanation above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasizes on equivalent rule.

2. Advantages and Disvantages of Translation Technique

⁶⁵Richards, Jack C. and Schmidt, Richard, *Dictionary of Language Teaching and Applied Linguistics*, (Longman: london, 2002). p.577

⁶⁶Rucia Molina and Amparo Hurtado Albir, *Translation Technique revisited: a Dinamic and Functionalist Approach*, Universitat Autonomia de Barcelona, *Meta*, XLVII, 4, 2002, (Barcelona, Spain: Universitat Autonomia de Barcelona, 2002), p.509

a. Advantages of Translation Technique

The Advantages of Translation Technique:

- Understandable for instance, if we translate an English text to language, it is much more understandable for us
- Widen vocabulary, hence increasing our vocabulary indirectly.
- Discipline your mind, researching and discovering new words and even cultures that are in the text that they translate. As a result, we will have our own experts on translating literary text we do not have to import them.

b. Disadvantages of Translation Technique

The Disadvantages of Translation Technique:

- Inaccurate words, somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
- Lack of originality, we do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- Take time to interpret. It does take time for us to interpret, learn,

research and finally translate the whole text.⁶⁷

3. Procedure of Translation Technique

The procedure of translation technique:

- The teacher explains about technique in learning vocabulary
- The teachers mentions material and explain about translation
- The teacher distributed the text to the students and gives to students read and translate the text
- The teacher asks the students what is the text about
- The teacher gives the students exercise.⁶⁸

H. Frame of Thinking

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore, the teacher should have kinds of technique to make the students interested and are motivated in learning English. The teacher must prepare the materials well, using suitable technique and media in teaching and learning vocabulary.

By using game the students will enjoy the activity. If they enjoy, students can easily get their explanation about the material. They can feel free to use their imagination, so they can memorize the words. But in every game still have rules that

⁶⁷Albany, Advantages and disadvantages of translation technique,
http://tcc.rit.albany.edu/knilt/index.php/unit3.what_is_the_advantage_of_using_translation_as_a_teaching_resource/, Accessed on May, 26th 2018

⁶⁸Sayuki Machida, A Step to Using Translation to Teach A Foreign Language, Melbourne University of Melbourne,

should be follow the students as participants. One of the game that can use in this research is word square game.

Word square game is a set of words arranged so it can be read horizontally or vice versa. In word square, a list of words appears that can be raed both vertically and horizontally.⁶⁹ So, word square consist of a group of words, all equal in length, arranged to from the same words across and down.

In relation to the vocabulary teaching, and referring to the frame of theories the writer assumed that *word square* is suitable for teaching vocabulary because it can motivate the students in learning English primarily in vocabulary learning, besides the game is challenger for the students, because it needs full of concentration to found implicit information in the content of game. And word square game can be an enjoyable and fun way.

I. Hypothesis

Based on the frame of theories and theoretical above, the write formulated the hypotheses as follows:

Ha : There is a significant influence of using word square game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

⁶⁹James Little, "What's A Nine Letter Word for a Type of Word Puzzle" in *TESL Canada Journal/Revue TESL Du Canada* Vol.4, No.1, (November 1986),p. 76

Ho : There is no significant influence of using word square game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the academic year of 2018/2019.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Sugiono states that there are four kinds of experimental design, namely: pre experimental, true experimental, factorial experimental and quasi experimental.⁷⁰ In this research the writer used true experimental research design. True experimental research design is an experimental with Pretest-Posttest control group design to conduct the research.⁷¹

The writer employed two classes, one class as the experimental class and one class as the control class. In this research, the students in experimental class were given the treatment (X) by using word square game and the students in control class (O) by using translation technique.

This research is intended to find out the result of using word square game to encourage the students' vocabulary, to know whether there is or not influence of using word square game. The writer used pretest and posttest. This design used pretest, to find out students' initial ability before the treatment.⁷² The design is illustrated as follow:

⁷⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2008), p.108

⁷¹Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.141

⁷²*Ibid*, p.135

G1 = T1 X T2

G2 = T1 O T2

Notes:

G1 : Group one (Experimental class)

G2 : Group two (Control class)

T1 : Pre-test

T2 : Post-test²

X : Treatment with word square game

O : Treatment with translation technique.⁷³

B. Variable of Research

Variable is the characteristic of individual, object, event that can be counted. This research contains two variable, namely the independent variable and dependent variable. The variable of the research are as follows:

1. Independent variable is word square game (X)
2. Dependent variable is students' vocabulary mastery (Y)

C. Operasional Defifnition of Variable

Operational definition of variable is used to describe the characteristics of the variable that is investigated are as follow:

1. Word square game in this research is a kind of teaching technique for vocabulary to find some hidden words of each word in the matrix of letters

⁷³*Ibid*, p. 131

2. The students' vocabulary mastery is their ability to comprehend and use the properties of words in English, in this case, noun with such topics as Animals, Things, and Days.

D. Population, Sample and Sampling Technique of the Research

1. Population of Research

According to Arikunto the population is all the number of the subject.⁷⁴ The population in this research was all of the students of seventh grade of MTs Al-Hikmah Bandar Lampung in 2018-2019. It consisted of five classes. There were 194 as a whole.

Table 2
Number of Population of MTs Al-Hikmah Bandar Lampung in
academic year 2017/2018

Classes	Classification		Total
	Male	Female	
VII.A	19	21	40
VII.B	17	21	38
VII.C	25	14	38
VII.D	22	16	38
VII.E	24	16	40
TOTAL			194

Source: Documentation of MTs Al-Hikmah Bandar Lampung in academic year 2017/2018

⁷⁴Suharsimi Arikunto, *Prosedur penelitian suatu pendekatan praktik*, (Jakarta: PT. Rineka Cipta, 1989), p.102

2. Sample

The sample is a small group that is observed from the population of the research. Arikunto states that a sample is a subset or an individuals of pupolation which researched.⁷⁵ Sugiyono states that the sample can be selected from a large number and characteristics, which identified as the population.⁷⁶ The sample of the research was two classes out of five classes.

3. Sampling Technique

To take the data, this research needs the sample. The writer used cluster random sampling as the technique in taking the data. Cluster random sampling is used if the students have homogeneous characteristics and are in groups.⁷⁷ The sample of this research was the seventh grade consisted of five classes. The process in determing the sample in cluster random sampling technique was done by using lottery in pieces of paper. The step in determining true experimental and control class were as follow: the name of each class was written in small pieces of paper, and then the writer was take one piece of rolled paper, it is for experimental class, and the writer shake again the box then take again one piece of rolled paper, it was for control class.

⁷⁵*Ibid*, p.117

⁷⁶Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung:Alfabeta, 2008), p.

⁷⁷*Ibid*, p.120

E. Data Collecting Technique

To know whether there is any influence of using *word square game* towards students' vocabulary mastery, the writer give vocabulary test to students. In this research, there were processes of collecting data, which need a technique. In this research, the writer use the following technique:

1) Pre- test

Pre- test was conducted to the students in the control class and experimental class in order to find out the students' quality before treatment. The pre-test that was used by the researcher is an objective test in the form of multiple choices. The multiple choices in which the students were asked to choose one correct answer from the options a, b, c, or d. The items test for pre-test were determined by the validity and reliability analysis of the try out. The result of pre-test was compared with the post-test. The research take the students' score to know their vocabulary mastery before being given the treatment.

2) Post-test

Post-test was held to investigate the influence of the treatments toward the students' vocabulary achievement after treatment. It means that post-test was conducted to know the students' vocabulary mastery after they are taught by using word square game. The post-test are administered after the pre-test and the treatment were given to know the students' vocabulary mastery. The type of questions in vocabulary was multiple choice test and it had same difficulty and the scoring system as in the pre-test.

F. Instrument of the Research

Instrument is the tool of the method which is used in this research. The main instrument of this research is test. Test focuses on testing vocabulary. According to Gay, test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group.⁷⁸ Therefore, test produces numerical scores that can be used to evaluate the test takers. To obtain the required scores of the students' achievement in vocabulary ability in this research, the researcher was give test in form of multiple choice test to get the data about vocabulary mastery with Noun, the theme is Animals, Things, and Days . The researcher was give test in form of multiple choice tests to get the data about vocabulary mastery in this case animals, things and days

Table 3
The specification of pretest and posttest before Validity Test

Indikator	Subject	Odd	Even	Total	Distribution	
					Odd	Even
Word Meaning	Animals	10	6	16	5,13,15,19,21,27,29,33,37,39	14,22,24,26,38,40
	Things	-	-	-	-	-
	Days	4	3	7	1,3,25,35	2,4,34
Word Use	Animals	3	5	8	7,23,31	6,12,28,30,32,
	Things	3	6	9	9,11,17	8,10,16,18,20,36
	Days	-	-	-	-	-
	TOTAL	20	20	40	20	20
		40			40	

⁷⁸*Ibid*, p.4

Table 4
The specification of pretest after Validity Test

Indikator	Subject	Odd	Even	Total	Distribution	
					Odd	Even
Word Meaning	Animals	3	3	6	5,7,13	6,14,16
	Things	-	-	-	-	-
	Days	3	3	6	1,15,19	2,4,18
Word Use	Animals	1	3	4	3	10,12,20
	Things	3	1	4	9,11,17	8
	Days	-	-	-	-	-
	TOTAL	10	10	20	10	10
		20			20	

Table 5
The specification of posttest after Validity Test

Indikator	Subject	Odd	Even	Total	Distribution	
					Odd	Even
Word Meaning	Animals	2	4	6	7,13	4,8,14,16
	Things	-	-	-	-	-
	Days	4	2	6	1,3,15,19	2,18
Word Use	Animals	2	2	4	5,17	10,12
	Things	2	2	4	9,11	6,20
	Days	-	-	-	-	-
	TOTAL	10	10	20	10	10
		20			20	

G. Research Procedure

The procedure of the research were done as follows:

1) Determining the Subject of the Research

The subject of the research was the students at the seventh grade of MTs Al-Hikmah Bandar Lampung.

2) Designing the Instruments of the Research

The instrument was given to the students in form of multiple-choice test that was about vocabulary.

3) Try Out to the Test

The try out test has done in order to find out the validity and reliability of the test. The try-out is administered to know the quality of the test. The researcher prepared a kind of test (called try-out test). The total number of the test was 40 items. Then the researcher evaluated the test items to get good items that used in pre-test and post-test.

4) Conducting Pre-test

The writer conducted pre-test to know students' vocabulary mastery before they were taught by using word square game. The test is multiple choices with 4 options a,b,c and d.

5) Giving Treatment by Using Words Square Game

The treatment was conducted in three meetings. It required 80 minutes for each meeting. In the treatments class, experimental class, the teacher

conducted the treatment through word square game. While in control class, the teacher conducted the treatment through Translation technique.

6) Administering Post-Test

Post-test was conducted after that the treatments. The test is multiple choices with four options a,b,c and d.

7) Analyzing the Test Result (Pre-Test and Post-Test)

Having finished scoring students' work, the writer compared the result of the pre-test and post-test to see whether the score of the post-test was higher than the score in the pre-test in each aspect of vocabulary.

H. Scoring System

Before getting the score, the writer determined the procedure to be used in scoring the students' work. In order to do that, the writer uses Arikunto's formula. The highest score is 100. The scores of pre-test and post-test were calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Where:

- S : The score of test
- r : The total of the right answer
- n : The total items.⁷⁹

⁷⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik (Edisi Revisi VI)*. Cet.13 (Jakarta:Reneka Cipta, 2007), p. 271

I. Validity and Reliability Testing

a. Validity of the Test

To collect the data the researcher used instrument. The use of valid instrument is very essential to determine the validity of the data. In this research, the researcher using vocabulary test to measure the students' vocabulary achievement before and after being taught by using word square game. The tests were constructed by the writer herself using some source. Before using the test, the researcher had tryout to get the reliability of the test.

Ary says that Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.⁸⁰ To measure weather the test has good validity or not, therefore, the researcher used content validity and construct validity.

a. Content Validity

Content validity is the degree to which a test measures an intended content area.⁸¹ Content validity requires both item validity where it represents measurement in the intended content area and sampling validity which was used to know how well the test samples the total content area or relevant with the purpose of the test. . Content validity is determined by expert judgment.⁸² There is no formula by which it can be computed and

⁸⁰Donald Ary, et.al, *Introduction to Research in Education*, Eight Edition (Wadsworth: Cengage Learning, 2010), p. 224

⁸¹*Ibid*, p. 156

⁸²*Ibid*, p. 157

there is no way to express it quantitatively. Usually experts in the area covered by the test are asked to assess its content validity.

Content validity associates with all the test items contained in a measuring instrument. It means that to get content validity the test was adapted with an English teacher and the student book that was the test suited with subject that was taught to the students.

b. Construct Validity

According to Gay, construct validity is the degree to which a test measures an intended hypothetical construct. You cannot see a construct, you can only observe its effect. In fact construct were “invented” to explain behavior, we cannot prove they exist; we cannot perform brain surgery on a person and “see” his or her intelligence. Constructs, however, do an amazingly good job of explaining certain differences between individuals.

Research studies that involve a construct either as an independent or a dependent variable are only valid to the extent that the measure of the construct involved is valid. The process of validating a test of a construct is by no means an easy task. Basically, it involves testing hypotheses deduced from a theory concerning the construct.

c. Internal Validity

The point biserial correlation is one of the analysis techniques that was used to test the validity of the item that was be proposed in the test. Which scores

the test result for each item correlated with the score about the totality of the test result.

To find the correlation indices biserial points by using the following formula:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Notes:

r_{pbi} = coefficient of validity

M_p = the average score of the right answer

M_t = the average of total score

SD_t = standard deviation

p = proportional of the students who get right answer

q = proportional of the students who get wrong answer

From the result of validity analysis shows that in the first step, there were 17 items considered invalid. They were the 3,6,9,11,12,14,16,18,23,26,28,29,30,31,37,38,39 items number. After dropping those invalid items, the write did the second step of posttest tryout calculation. In this step 3 items were found invalid, they were the items number 8,33,40 items number. Finally the total valid items in posttest try out were 20 items.

b. Reliability of the Test

Then next way to know a good test is by reliability. Reliability is a necessary characteristic of any good test for it to be valid at all and test must be

reliable as measuring instruments. A reliable test is consistent and dependable.

According to Gay, reliability is the degree to which a test consistently measures whatever it measures.⁸³ An unreliable test is essentially useless; if a test is unreliable, then scores for a given sample would be expected to be different every time the test was administering. On other hand, reliability is expressed numerically, usually a coefficient; a high coefficient indicates high reliability.⁸⁴ So, the test must first be reliable as a measuring instrument. To get the reliability of the test, the researcher used to calculate the reliability test.

To see the reliability of the test, the researcher used K-R 20 formula as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right)$$

r_{11} : The reliability of the test

k : The total items_r

V_t : The total variants

$\sum pq$: Sum of p x q

P : Total of the students' who get right in the test

q : Total of the students who get wrong in the test ($q = 1 - p$).

⁸³*Ibid*, p.161

⁸⁴*Ibid*, p. 162

Criteria of reliability test:

0.800-1.00 : Very high

0.600-0.800 : High

0.400-0.600 : Medium

0.200-0.400 : Low

0.00-0.200 : Very low.⁸⁵

J. Data Analysis

1. Fulfillment of Assumption

a. Normality Test

The normality of the test is used to measure whether the data in experimental class and control class are normally distributed or not. In this research the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for normality. The test of normality employed are Kolmogorov- Smirnov and Shapiro Wilk thus, the result of the test should be ≥ 0.05 .

The hypothesis for the normally test are formulated as follows:

Ho : The data are normality distributed

Ha : The data are not normality distributed

⁸⁵Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2003), p. 75

While the criteria of acceptance or rejection of hypothesis normality test are as follows:

H_0 is accepted if $\text{sig.} > \alpha = 0.05$

H_a is accepted if $\text{sig.} < \alpha = 0.05$

b. Homogeneity Test

After the researcher gets the conclusion of normality test, the researcher was do the homogeneity test in order to know whether the variance data is homogeneous or not. In this research the researcher used statistical computation by using SPSS (Statistical Package for Social Science). The test of homogeneity employing Levene's test.

The hypothesis for the homogeneity tests are formulated as follows:

H_0 : the variances of the data are homogenous

H_a : the variance of the data are not homogenous

While the criteria of acceptance or rejection of hypothesis for homogeneity test are as follow:

H_0 is accepted if $\text{sig.} > \alpha = 0.05$

H_a is accepted if $\text{sig.} < \alpha = 0.05$

2 . Hypohetical Test

To investigate whether there is influence of direct method on students' vocabulary mastery, the researcher used t-test to analyze the data. In this case,

the researcher uses statistical computation by using SPSS (Statistical Package for the Social Sciences) for hypothetical of test. The purpose of using SPSS in this case is to practically and efficiency in the study.

The hypothesis are:

Ha : There is a significant influence of using word square game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

Ho : There is no any significant influence of using word square game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

While the criteria acceptance or rejection of hypothesis are:

Ho is accepted if $\text{sig.} > \alpha = 0.05$

Ha is accepted if $\text{sig.} < \alpha = 0.05$



CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

The researcher got the data in score form. The scores were gotten from the test. There were at least two tests in this research, they were pre-test and post-test. The pre-test was held on September 1st 2018. Before doing post-test the researcher did the treatments for experimental class, the treatments were held on September 4th 2018 until September 6th 2018.

B. Research Procedure

The research was conducted in September 2018. Before conducting the research, firstly the researcher asked the permission from the headmaster and the English teacher at the school. After having a permission, the researcher conducted through the following steps:

1. Determining the subject of the research, namely the students at the seventh grade of MTs Al-Hikmah Bandar Lampung.
2. Designing the test, that was vocabulary test consisted of 40 items with four options a, b, c, d.
3. Determining the sample of the research by using cluster random sampling.
4. Holding the try out test to know the reliability of the test and validity of the test, this was given to the students out of the research sample.

5. Holding pre-test in order to know the students vocabulary before they had treatment.
6. Analyzing the data gotten through the pretest
7. Giving the treatment to the sample of the research that was Word Square Game was implemented in teaching and learning vocabulary.
8. Holding posttest in order to know the students' vocabulary after treatment.
9. Analyzing the data gotten through posttest. The data were analyzed by using SPSS.
10. Testing the hypotheses and making conclusion
11. Reporting the result of the research.

C.Result of the Research

After doing the research, the researcher got the result of the research. They were the result of the pre-test and the post-test. The test was conducted in two classes, the first was experimental class and the second was control class.

1. Result of the Pre-test

At the first meeting the researcher conducted pre-test in order to find out the previous students' vocabulary mastery. The pre-test was administered on Saturday, September 1st 2018, for class VII E as the experimental class and Tuesday, September 4th 2018 in class VII A as the control class.

After conducting the pre-test in experimental class and control class, the researcher collected and analyzed the data to know the students' vocabulary mastery in noun and verb. Here was the histogram of pretest in experimental and control class:

Figure 1
The result of pretest in experimental class

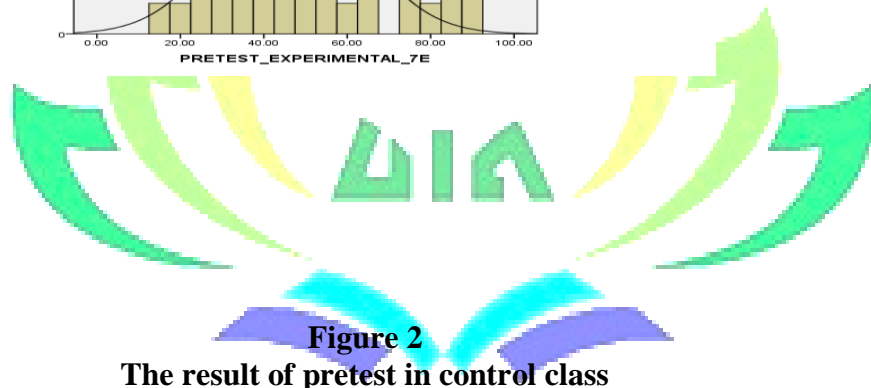
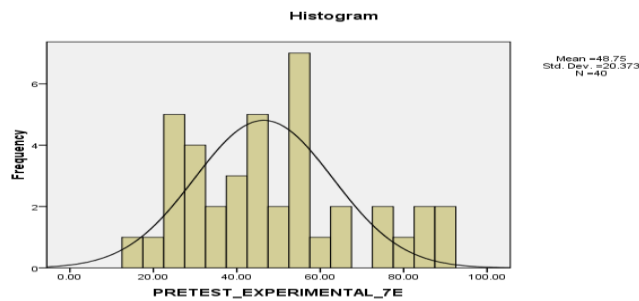
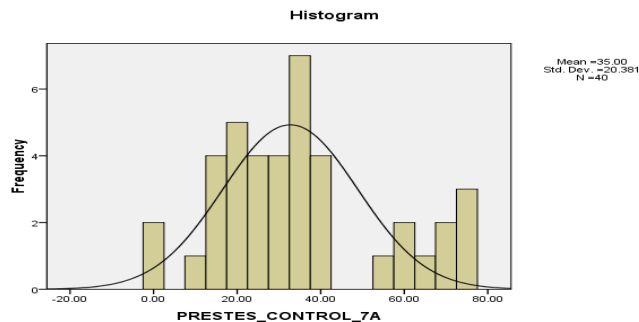


Figure 2
The result of pretest in control class



From the figures above, the result of pre-test in experimental class showed that the score of pre-test in experimental class was N was 40, mean was 48.75, standard

deviation was 20.37, median was 45, variance was 415.06, the highest score was 90 and the lowest score was 15.

While the result of pretest in control class showed that the result of N was 40, mean was 35, standard deviation was 20.38, median was 55, variance was 32.5, the highest score was 75 and the lowest score was 0. It can be concluded that the result of mean score pre-test in experimental and control class was low.

2. Result of the Post-test

After conducting three meetings of treatments, the researcher conducted the post-test to the sample. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Wednesday, September 12th 2018 as experimental class and Thursday, September 13th 2018 in control class.

After conducting the post-test in experimental class and control class, the researcher collected and analyzed the data to know the influence of students' vocabulary mastery after treatment. Here was the histogram of posttest in experimental and control class.

Figure 3

The result of posttest in experimental class

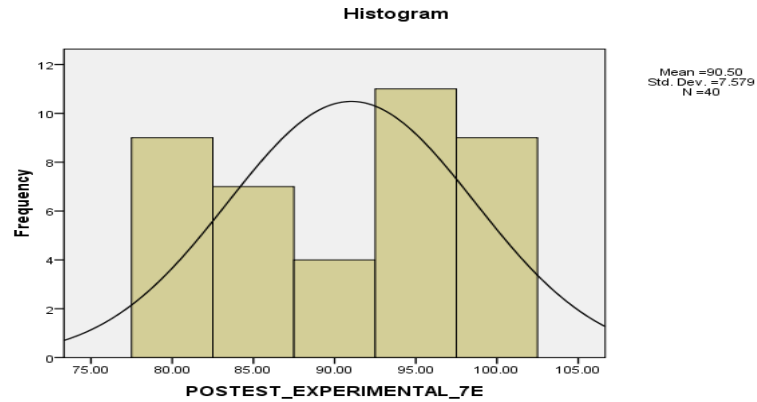
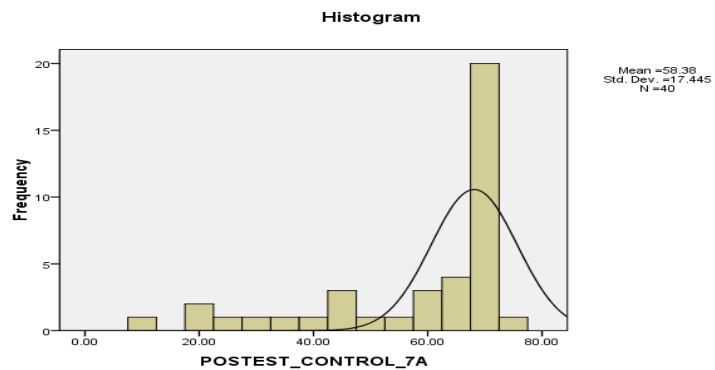


Figure 4
The result of posttest in control class



From the figures above, the result of post-test in experimental class showed that the score was N was 40, mean was 90.5, standard deviation was 7.58, median was 92.5, variance was 57.43, the highest score was 100 and the lowest score was 80.

While, the result of post-test in control class showed that the result of N was 40, mean was 58.37, standard deviation was 17.45, median was 70, variance was 304.34, the highest score was 70 and the lowest score was 10. So, the result post-test in experimental class was very significant.

It can be seen from result of means, from pre-test was 48.75 became 90.5 in post-test. But in control class the result of means was 35 in pre-test and post-test was 58.38. It can be concluded that the score in experimental class increased and the score in control class did not increase.

D.Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test to know the result of data analysis. There were two assumptions that must be done before the researcher analyzed the data by using independent sample t-test.

1. Fulfillment of the Assumption

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and homogeneity test.

a. Result of Normality Test

The normality test was used to measure whether the data in both control class and experimental class were normally distributed or not. In this case, the researcher used SPSS to calculate the Levene's test. Formula to test the normality of the data

The hypotheses for normality test are formulated as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution

The criteria of acceptance of data hypothesis for normality test are follows:

H_0 is accepted if Sig. (pvalue) $> \alpha = 0.05$

H_a is accepted if Sig. (pvalue) $< \alpha = 0.05$

Table 6
Normality of the Control and Experimental Class

Tests of Normality						
	Control _7A	Kolmogorov-Smirnov ^a			Shapiro-Wilk	
		Statistic	Df	Sig.	Statistic	df Sig.
Experimental_7E	1.00	.105	40	.200*	.953	40 .100
	2.00	.168	40	.006	.958	40 .138

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on table 3.1, it can be seen that the Sig. in experimental class was 0.200 for Kolmogorov-Smirnov and 0.100 for Shapiro-Wilk. While Sig. for control class was 0.006 for Kolmogorov-Smirnov and 0.138 for Shapiro-Wilk. Because Sig. of experimental class $> \alpha = 0.05$ it means H_0 accepted and Sig. for control class $> \alpha = 0.05$ it means H_a is rejected. To measure normality test, the researcher used Shapiro-Wilk test because Shapiro-Wilk was used if subject or participants less than 50 subjects. So, it can be concluded that the data in experimental and control class have

normal distribution. It was calculated based on the gain of the experimental and control class.

b. Result of Homogeneity test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test to know whether the data were homogeneity or not. The researcher used Levene Test using SPSS (Statistical Program for Social Science) 16.00. The hypotheses for the homogeneity test are formulated as follows:

Ho = The variances of the data are homogenous

Ha = The variances of the data are not homogenous

While the criteria for the homogeneity test are as follows:

Ho is accepted if Sig. (pvalue) $> \alpha = 0.05$

Ha is accepted if Sig. (pvalue) $< \alpha = 0.05$

Table 7
The Homogeneity Test of Experimental and Control Class

Test of Homogeneity of Variances

Experimental_7E

Levene Statistic	df1	df2	Sig.
2.807	1	78	.098

From this table, it can be seen that Sig (Pvalue) was 0.098, and $\alpha = 0.05$. it means that Sig (Pvalue) $> \alpha$ and Ho was accepted. The conclusion was that the data have same

variance or homogenous. It was calculated based on the gain of the experimental and control class. (See Appendix 15)

2. Result of Hypothetical Test

After the researcher knew that the data are normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses were :

Ho: There is no significant influence of using Word Square Game towards students' vocabulary mastery in the first semester at the seventh grade of MTs Al-Hikmah Bandar Lampung in the Academic year of 2018/2019.

Ha: There is significant influence of using Word Square Game towards students' vocabulary mastery in the first semester at the seventh grade of MTs Al-Hikmah Bandar Lampung in the Academic year of 2018/2019.

The criteria of acceptance of the hypothesis for hypothetical test were follows:

Ho is accepted if Sig. (pvalue) $> \alpha = 0.05$

Ha is accepted if Sig. (pvalue) $< \alpha = 0.05$

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Exper Equal iment variances al_7E assumed	2.807	.098	3.751	78	.000	18.62500	4.96490	8.74064	28.50936
Equal variances not assumed			3.751	75.745	.000	18.62500	4.96490	8.73601	28.51399

Based on the results obtained in table 3.3, it is clear that the value of significant generated Sig. (pvalue) or Sig. (2-tailed) of the equal variance assumed = 0.000, and $\alpha = 0.05$. It means that Sig. (pvalue) $< \alpha = 0.05$. So, H₀ is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant influence of using Word Square Game towards students' vocabulary mastery at the students in the first semester of the seventh grade of MTs Al-Hikmah Bandar Lampung in the academic year of 2018/2019.

E. Discussion of Findings

There are two components that are tested in the students' vocabulary mastery, including Word Meaning and Word Use. There is much influence from the students' vocabulary mastery after the treatments. It happened because through Word Square Game as technique, the students tried to find some words from matrix of letters. In applying treatment, the write always asked to the students to use English in their communication.

There were some problem encountered by the writer during the implementation of Word Square Game technique in teaching vocabulary. Firstly, most of the students were inhibited to use English in their communication, because they were afraid to make mistake. Secondly, the students always to open dictionary to find the meaning of the words.

In general, the teaching learning process ran smoothly, the students cooperated well throughout three treatments. And based on the analysis of the data and the testing of Hypothesis, the result of the calculation is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From the analysis above, we know that the students who got high frequency of Word Square Game technique get better result than the students using translation technique in teaching vocabulary do.

Acording to Allen that game is helpful because they can make students fell that certain words are important and necessary. Because without those words, the

object of the game cannot be achieved. Automatically, game can bring the way of thinking about the material in process learning.

The result of the research that was done by the researcher showed that there was significant influence of using Word Square Game towards students vocabulary mastery that focuses on noun. The researcher result has been by several previous kinds of research that were done by Ratnawati and Alpi Suciati student of STAIN Tulungagung, that Word Square Game had been successful to increase students language skill components. So, this research and two previous kinds of research have the same result. It means that This research is any significant different score between before and after using Word Square Game.

Therefore, in this case, the writer would like to say that using Word Square Game technique is a good technique in motivating students learning English, especially in vocabulary mastery. Therefore, it can be said that there is significant influence using Word Square Game towards students' vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the researcher drew a conclusion as follows: There is a significant influence of Word Square Game towards students' vocabulary mastery. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher's assumption is true that is to say, Word Square Game can give a significant influence to improve students' vocabulary mastery.

It can be seen from the scores achieved by those students in which they got higher scores after the researcher gave the treatment by Word Square Game as a technique in teaching vocabulary. It could be showed by a mean score of pretest in experimental class was 48.75 and post-test in experimental class was 90.5 and the mean score of pretest in control class was 35 and the mean score of posttest in control class was 58.38. It showed that the students' pretest and posttest score in experimental class were higher than students' posttest score in control class.

So, it can be concluded that there was an influence of using Word Square Game towards students' vocabulary mastery in the first semester of the seventh grade of

MTs Al-Hikmah Bandar Lampung in the academic year of 2018/2019. It was supported by the activities that students have done in process of conducting the research in three meetings of each class. In experimental class, the students more active than in control class. It because they feel excited to learn. They felt curious about learning vocabulary using Word Square Game. The class became more fun and the students did not feel bored anymore.

B. Suggestion

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

1. For the Teacher

The researcher found out that Word Square Game could increase students' vocabulary mastery. It can be done by providing stimulators such as the list of questions. It will help the teacher make the students understand faster. It means that using Word Square Game is suitable for teaching process that can be applied in the seventh grade of MTs Al-Hikmah Bandar Lampung to increase their vocabulary..

2. For the Students

The student should learn harder and seriously to develop their vocabulary. The student had to pay attention and remember the words in the learning process because English lesson needs many vocabularies. The students should practice their English regularly to improve their vocabulary mastery even with their friends or teacher.

3. For the Next Researcher

The researcher applied that Word Square Game was the good technique to increase students' vocabulary mastery. Another researcher can find out the appropriate technique to increase students' vocabulary mastery. The next researcher can use Word Square Game with another theme because this technique also appropriates with other themes. In this research, the researcher did the research at junior high school. The next researcher can do it with different level.



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The Documentations of the Research



